DOCUMENT RESUME

ED 338 150 HE 024 991

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TITLE	Judicious Leadership for Residence Hall Living.
REPORT NO	ISBN-0-9625945-9-8
PUB DATE	91
NOTE	113p.
AVAILABLE FROM	Caddo Gap Press, 915 L. Street, Suite C-414, Sacramento, CA 95814 ($9.95).
PUB TYPE	Reports - Descriptive (141) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Administrative Principles; College Students; Dormitories; Higher Education; *Leadership Responsibility; On Campus Students; Resident Advisers; Resident Assistants; *Residential Colleges; *Student Behavior; *Student Rights; *Student Welfare; *Supervisory Methods

ABSTRACT

This book presents a theory of judicious leadership for residence hall management that advocates the creation of an ethical and educational perspective based on the U.S. Bill of Rights. It argues that by recognizing college students' citizenship rights, providing them an opportunity to experience individual liberties, and helping them to understand the needs and demands of their social responsibilities, students in residence halls can be empowered to govern and to think for themselves. The book is divided into four parts. Part I examines responsibility and style, and functions as the conscience of good student management by suggesting ways to create and maintain a professional relationship of trust and care between students and residence hall staff. Part II introduces and supports an educational management model for student management as opposed to a punishment or confrontative approach in handling student behavior problems. Part III suggests a methodology for helping students to learn and experience their individual rights as well as to know and appreciate their responsibility for the welfare of others. Part IV emphasizes the importance of balancing the individual rights and educational needs of one student against the compelling interests of the majority. Also offered are strategies and techniques for implementing judicious leadership. (GLR)

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